

Literacy Initiative Silver Lake Regional School District

Spring ESE Statewide Conference
June 5, 2017

Today'sMeet

<http://today.io/1qRch>



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Goals for Today

- ★ Provide background information on the Silver Lake Title I grant and how it helped support our literacy initiative
- ★ Share our vision and progress towards providing struggling readers with a strategic data driven reading intervention
- ★ Share resources developed and lessons learned throughout the process





VISION

K-6 Title I Literacy

Capacity Building Initiative



The Silver Lake Regional School District will implement a literacy initiative designed to assess, evaluate, and provide strategic targeted reading interventions to all elementary students.



Silver Lake Regional School District

| School | Grades | Enrollment | Reading Specialist | Title I Tutors |
|------------------------------|--------|------------|--------------------|----------------|
| Dennett Elementary School | K-6 | 220 | 1 | 1 |
| Halifax Elementary School | K-6 | 600 | 2 | 4 |
| Kingston Elementary School | K-2 | 440 | 2 | 3 |
| Kingston Intermediate School | 3-6 | 590 | 2 | 3 |



Silver Lake Elementary Title I Tutors

- ★ Massachusetts certified elementary teacher
- ★ Part-time employee
- ★ Motivated to support students & families
- ★ Transitional
 - ★ 8/11 new hires in 2015-2016
- ★ 1 trained reading specialist



Concerns & Questions 2014

- ★ How do we determine who receives services from Title I? Is the selection criteria process valid?
- ★ How do we determine when a student should exit from services?
- ★ How are we communicating with families?
- ★ How are we communicating with classroom teachers?
- ★ What data do we have to show that students are improving?



Step One – District-Wide Meeting

Who?

- ★ Reading Specialist
- ★ Title I Tutors
- ★ Elementary Administrators

Where are we?

Dissection of Current Practices

- ★ Curriculum Resources
- ★ Interventionists Resources
- ★ Assessments
- ★ RtI Model

Where do we
want to be?

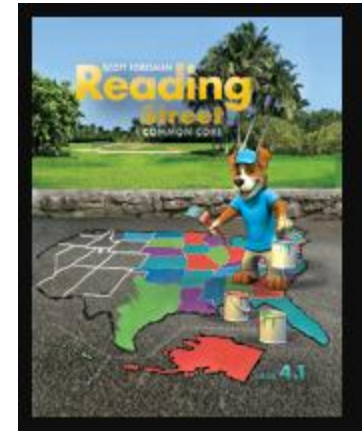
February 2015



Silver Lake Elementary Literacy Instruction Prior to Initiative – Tier 1

Curriculum Resources

- ★ Scott Foresman Reading Street 2013
 - ★ Adopted in 2013
- ★ Lucy Calkin's Units of Study
 - ★ Adopted in 2014



Assessments

- ★ Scott Foresman Reading Street
- ★ Writing – DDM's
- ★ DIBELS (paper/pencil), DRA, GRADE, ORF, etc.



STEP One - BAS

Fountas & Pinnell Benchmark Assessment

- ★ Introduced to staff and 1 kit for each school is purchased
- ★ Grant funded training in June 2015
- ★ 30 staff trained (3 kits)
- ★ Staff with previous experience are asked to share how they used the assessment as a classroom resource to level students



June 2015



STEP Two – Universal Benchmarking

★ Piloted STAR Assessments 2015-2016

★ Grade 2 at Kingston Elementary School

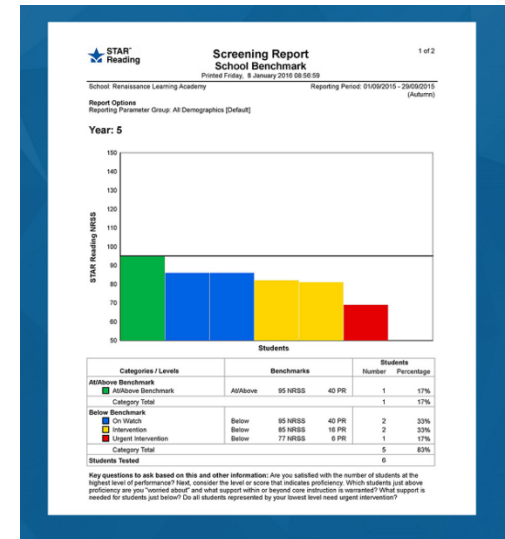
★ Grade 3 at Dennett & Halifax Elementary Schools

★ Grade 4 at Kingston Intermediate School

★ Grant Funding

★ District Level Administration

★ Grade level meetings to share data and build capacity



STARTM
Reading



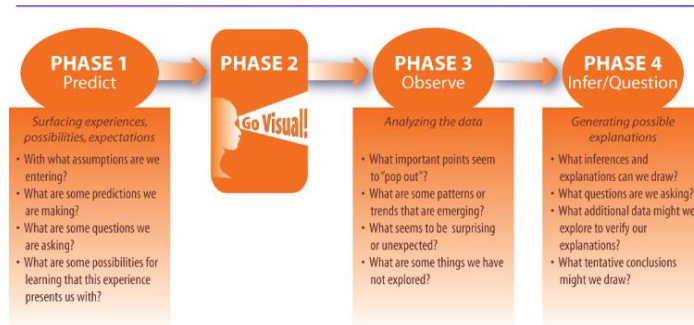
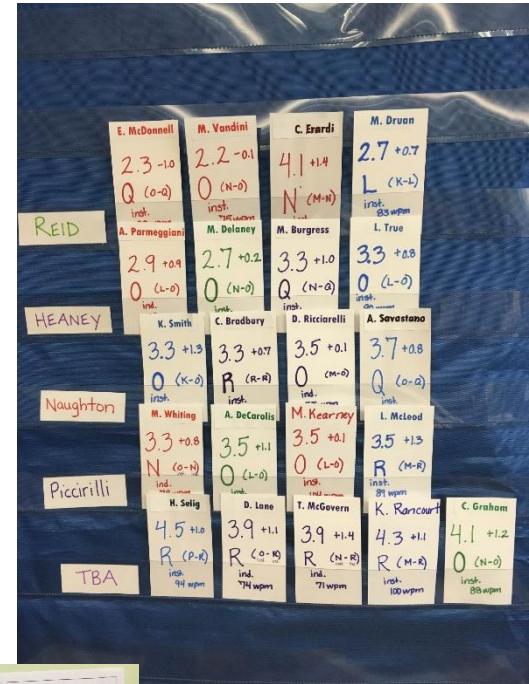
September 2015 – June 2016

Massachusetts Department of Elementary and Secondary Education

STEP Three – Data Driven Dialogue

★ Reading Teachers – Halifax Elementary

- ★ Teachers, Administration, Curriculum Coordinator
- ★ 40 minutes
- ★ Utilized to determine intervention services
- ★ Identified Tier II & III students



| Student | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 | Level 9 | Level 10 | Level 11 | Level 12 |
|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Student 1 | | | | | | | | | | | | |
| Student 2 | | | | | | | | | | | | |
| Student 3 | | | | | | | | | | | | |
| Student 4 | | | | | | | | | | | | |
| Student 5 | | | | | | | | | | | | |
| Student 6 | | | | | | | | | | | | |
| Student 7 | | | | | | | | | | | | |
| Student 8 | | | | | | | | | | | | |
| Student 9 | | | | | | | | | | | | |
| Student 10 | | | | | | | | | | | | |

October 2015 – May 2016

Massachusetts Department of Elementary and Secondary Education



STEP Four – Strategic Interventions

★ Push-In & Pull Out

★ Kindergarten & First Grade (September – January)

- ★ Phonics skill building (Foundations)
- ★ Small group instruction
- ★ Push-In Model

★ Kindergarten & First Grade (February – June)

- ★ Leveled Literacy Intervention
- ★ Small group instruction
- ★ Push-In Model

★ Second – Fifth Grade (October – June)

- ★ Leveled Literacy Intervention
- ★ Small group instruction
- ★ Pull-Out Model



STEP Five – Communication & Progress Monitoring

★ Title I Interventionists v. Tutors

★ Families

★ Leveled Literacy Letters

★ Progress Reports

★ Teachers

★ Leveled Literacy Intervention

★ Data to exit students

Massachusetts Superintendency Union 31
Title One: Grades K-2 Reading Progress Report

Student: _____ School: _____
Grade: _____ Term: _____ ELA Teacher: _____

Intervention Services

☐ In Class Supports: _____ (Days/Time)

☐ Out of Class Supports: _____ (Days/Time)

Title One Teacher: _____

| Reading | Meets Expectations | Area of Concern | Comments |
|---|--------------------|-----------------|----------|
| Phonics Phonics is the system of relationships between letters and sounds in a language. | | | |
| Phonological Awareness Phonological awareness is the ability to recognize that words are made up of a variety of sound units. | | | |
| Fluency Fluency is defined as the ability to read with speed, accuracy, and proper expression. | | | |
| Comprehension Reading comprehension is the ability to read text, process it and understand its meaning. | | | |
| Vocabulary Vocabulary are the words known to a student and used correctly. | | | |

Skills for Learning:

☐ Participates in a purposeful and meaningful manner.

☐ Completed assigned tasks.

☐ Exhibits effort and focus on learning.

☐ Seeks clarification when needed.

Comments: _____



STEP Six – Evaluation & Next Steps

- ★ What worked well? What needs improvement?
- ★ How do we transition students working outside of their grade level kit?
- ★ How can we be more efficient?
- ★ How do we create more consistent schedules for student services?



May 2017 → Future



Fountas & Pinnell

Leveled Literacy Intervention

Structural & Cultural Considerations

- ★ Budgetary costs
- ★ Training: who, when, funding
- ★ Space and the organization of materials
- ★ Transition is hard work
- ★ Support needed to come from all levels within the district
- ★ Shared leadership



Outcomes & Lessons

- ★ Students are developing a passion for books
- ★ Data is driving our decision making
- ★ The need for an online systematic universal benchmark, K-1
- ★ Classroom teachers needed support and clarification
- ★ Ongoing training is essential
- ★ Efficiency is built over time
- ★ Six-eight weeks before considering a change
- ★ Collegiality & relationship building is key



Silver Lake Elementary

Literacy Instruction

Curriculum Resources:

- ★ Scott Foresman Reading Street 2013
 - ★ Adopted in 2013
- ★ Lucy Calkin's Units of Study
 - ★ Adopted in 2014
- ★ Foundations K-2
 - ★ Adopted in 2016

Assessments:

- ★ STAR Reading Assessments
 - ★ Adopted Grade 2-5 in 2016
- ★ DIBELS Next (V-Port)
 - ★ Adopted K-1 in 2016

Intervention Resources:

- ★ Fountas & Pinnell
Leveled Literacy
Intervention
 - ★ Adopted in 2016



It's about progress, not perfection.

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